

## Welcome to Michigan's (DRAFT) Grade Level Content Expectations for Social Studies

The performance statements contained in this document represent the work of classroom teachers, curriculum specialists, academicians, and the Michigan Department of Education consultants. They are meant to provide teachers with an outline of learning expectations and will be used to drive grade level assessments for the next several years. They by no means represent an entire "curriculum" of learning social studies, nor do they give guidance as to how instruction should be designed or delivered. The craft of instruction is in the hands of the professional.

The (DRAFT) Grade Level Content Expectations (GLCE) that you will see in this document are being distributed for the purposes of review and comment only. It would be premature to make any curricular or material selection decisions based on its contents. When the review period concludes, final changes will be made. The GLCE for Social Studies will then be presented to the State Board of Education for their approval. Following the approval of the State Board of Education, the revised GLCE will be made available for your use.

### Social Studies

Social studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. (Civic efficacy is the readiness and willingness to assume citizenship responsibilities and to make informed and reasoned decisions for the public good as citizens of a pluralistic, democratic society in an interdependent world.)

The social studies curriculum for any grade level should be designed to assist students in making continuous progress toward meeting the standards for social studies contained in the Michigan Curriculum Framework. All the standards are pursued at every grade level of the curriculum from kindergarten to graduation. The Content Standards and Benchmarks represent the full scope of the social studies curriculum. The GLCE for each grade are established to designate clearly what students are expected to know by the end of the grade or course. The language of the GLCE is the language of the benchmarks for social studies included in the Michigan Curriculum Framework. You should recognize the GLCE as a direct reflection of the work social studies educators have undertaken since the adoption of the Michigan Curriculum Framework benchmarks for social studies in 1995.

### Grade Eight—Nineteenth Century United States

The focus of the social studies curriculum for Grade Eight is "Nineteenth Century United States". A comprehensive approach to creating learning opportunities within the disciplines of history, geography, civics, economics, inquiry and decision-making will be most effective when integrated with the subjects of reading, writing, mathematics, science, and the arts.

#### Share Your Ideas



The **Social Studies Grade Level Content Expectations** are in the development phase. Put on your thinking caps and tell us what you think of the work in progress. Send your review comments to:

**Karen R. Todorok**

**todorok@michigan.gov**

Michigan Department of Education

Office of School Improvement

[www.michigan.gov/mde](http://www.michigan.gov/mde)

**HISTORY**

*By the end of Grade Eight each student will be able to:*

- identify and describe the impact of important people, events, institutions, and inventions that characterized the eras for United States history from 1788 to 1900.
- use narratives and graphic data to describe the settings (when and where) of significant events that shaped the United States as a nation from 1788 to 1900.
- identify and describe disparities between the American ideal of equality and reality in the context of the history of the United States from 1788 to 1900.
- use primary and secondary resources to analyze significant events that shaped the development of the United States between 1788 to 1900.
- identify factors that contributed to a major decision made in United States history from 1788 to 1900.
- use historical biographies to explain how events from the past affected the lives of individuals and how some individuals influenced the course of United States history from 1788 to 1900.
- show that historical knowledge is tentative and subject to change when new information is discovered.

**GEOGRAPHY**

*By the end of Grade Eight each student will be able to:*

- identify why people lived or worked as they did in different regions of the United States between 1788 to 1900.
- identify and describe how and why people, goods, services, and information moved within and between regions of the United States from 1788 to 1900.

**GOVERNMENT**

*By the end of Grade Eight each student will be able to:*

- identify and describe how the federal government of the United States served the purposes set forth in the Preamble to the Constitution.
- identify and describe the means for limiting the powers of government established by the United States Constitution.
- describe the role of the government in regulating commerce.
- identify and describe how the Constitution is maintained as the supreme law of the land.

**ECONOMICS**

*By the end of Grade Eight each student will be able to:*

- use a case study from United States history from 1788 to 1900 to exemplify how supply and demand, prices, incentives, and profits determine what is produced and distributed in the American economy.
- describe how business practices, profits, and the willingness to take risks enable an entrepreneur to operate.
- describe the purpose of protective tariffs and their effects.
- identify and describe the roles of the various economic institutions which comprise the American economic system such as business firms, households, labor unions, banks and the government.

**INQUIRY AND DECISION MAKING**

*By the end of Grade Eight each student will be able to:*

- interpret social science information about the Nineteenth Century United States from a variety of sources.
- answer and report on a question posed about the Nineteenth Century United States using supporting evidence and a variety of formats and/or technologies.
- explain how culture and experience shape positions that people take on an issue.
- compose persuasive essays expressing decisions on public policy issues by taking a position and supporting it using data, core democratic values, and prior social studies knowledge.

# Last Year in Social Studies

**By the end of Grade Seven each student will be able to:**

- trace the historical origins of a contemporary problem in the Eastern Hemisphere.
- use primary and secondary resources to analyze significant events that shaped the development of the Eastern Hemisphere.
- identify the responses of individuals from the Eastern Hemisphere to historic violations of human dignity involving discrimination, persecution or crimes against humanity.
- describe and compare characteristics of Eastern Hemisphere cultures, including language, religion, belief systems, and traditions.
- describe the consequences of human/environment interactions in several different types of environments within the Eastern Hemisphere.
- locate and describe major cultural, economic, political, climatic and physical regions of the Eastern Hemisphere.
- explain the cause and consequence of a major economic or political connection between the United States and a region of the Eastern Hemisphere.
- explain why people live and work as they do in different regions of the Eastern Hemisphere.
- compare the representative democracy of the United States with other forms of government in the Eastern Hemisphere.
- describe the purposes and functions of select international organizations and treaties.
- describe the means used by the United States to resolve international conflicts in the Eastern Hemisphere.
- identify the current and potential contributions of regions in the Eastern Hemisphere to world trade.
- identify and describe select forms of economic measurement.
- interpret social science information about the countries of the Eastern Hemisphere from a variety of sources.
- answer and report on a question posed about the Eastern Hemisphere using supporting evidence and a variety of formats and/or technologies.
- explain how culture and experience shape positions that people take on an issue.
- compose persuasive essays expressing decisions on public policy issues by taking a position and supporting it using data, core democratic values, and prior social studies knowledge.



## Michigan State Board of Education

**Kathleen N. Straus**  
President

Bloomfield Township

**Carolyn L. Curtin**  
Secretary  
Evart

**John C. Austin**  
Treasurer  
Ann Arbor

**Marianne Yared McGuire**  
NASBE Delegate  
Detroit

**Elizabeth W. Bauer**  
Member  
Birmingham

**Nancy Danhof**  
Member  
East Lansing

**Reginald M. Turner**  
Member  
Detroit

**Eileen Lappin Weiser**  
Member  
Ann Arbor

**Gov. Jennifer M. Granholm**  
Ex Officio

**Thomas D. Watkins, Jr.**  
Chairman  
Superintendent of Public Instruction  
Ex Officio

**Jeremy M. Hughes, Ph.D.**  
Deputy Superintendent /  
Chief Academic Officer

**Dr. Yvonne Caamal Canul**  
Director  
Office of School Improvement

These are DRAFT documents that are open for public comment.  
Please DO NOT copy or distribute.



# GRADE LEVEL CONTENT EXPECTATIONS



## High School Economics

These are **DRAFT** documents that are open for public comment.  
Please **DO NOT** copy or distribute.



## Welcome to Michigan's (DRAFT) Grade Level Content Expectations for Social Studies

The performance statements contained in this document represent the work of classroom teachers, curriculum specialists, academicians, and the Michigan Department of Education consultants. They are meant to provide teachers with an outline of learning expectations and will be used to drive grade level assessments for the next several years. They by no means represent an entire "curriculum" of learning social studies, nor do they give guidance as to how instruction should be designed or delivered. The craft of instruction is in the hands of the professional.

The (DRAFT) Grade Level Content Expectations (GLCE) that you will see in this document are being distributed for the purposes of review and comment only. It would be premature to make any curricular or material selection decisions based on its contents. When the review period concludes, final changes will be made. The GLCE for Social Studies will then be presented to the State Board of Education for their approval. Following the approval of the State Board of Education, the revised GLCE will be made available for your use.

### Social Studies

Social studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. (Civic efficacy is the readiness and willingness to assume citizenship responsibilities and to make informed and reasoned decisions for the public good as citizens of a pluralistic, democratic society in an interdependent world.)

The social studies curriculum for any grade level should be designed to assist students in making continuous progress toward meeting the standards for social studies contained in the Michigan Curriculum Framework. All the standards are pursued at every grade level of the curriculum from kindergarten to graduation. The Content Standards and Benchmarks represent the full scope of the social studies curriculum. The GLCE for each grade are established to designate clearly what students are expected to know by the end of the grade or course. The language of the GLCE is the language of the benchmarks for social studies included in the Michigan Curriculum Framework. You should recognize the GLCE as a direct reflection of the work social studies educators have undertaken since the adoption of the Michigan Curriculum Framework benchmarks for social studies in 1995.

### Grades 9-12—Economics

An integrated approach to creating learning opportunities within the disciplines of economics should include history, geography, civics, inquiry and decision-making. The added dimensions of current events and persuasive civic writing will add contextual depth.

#### Share Your Ideas



The **Social Studies Grade Level Content Expectations** are in the development phase. Put on your thinking caps and tell us what you think of the work in progress. Send your review comments to:

**Karen R. Todorov**

**todorok@michigan.gov**

Michigan Department of Education

Office of School Improvement

[www.michigan.gov/mde](http://www.michigan.gov/mde)

**HIGH SCHOOL ECONOMICS**

*By the end of this class each student will be able to:*

describe how major world issues and events affect various people, societies, places, and cultures.

describe the environmental consequences of major world processes and events such as industrialization, urbanization and increased use of fossil energy.

explain how events; such as changes brought about by technology, conflict, economics, terrorism; affect different world regions.

explain how processes like population growth, economic development, and desertification are affecting different world regions.

describe major patterns of economic development worldwide.

describe some of the major factors that are causing the current patterns of economic development and distribution of political systems worldwide.

explain the causes of global issues involving cultural stability and change, economic development and international trade, resource use, environmental impact, conflict and cooperation and possible consequences.

develop generalizations pertaining to a specific social studies topic by interpreting information from a variety of sources using issues from 1890 to the present.

generate possible resolutions to public issues that occurred from 1890 to the present and evaluate them using criteria that have been identified.

compose elaborated persuasive essays by taking a position on issues of public policy and supporting them using data, core democratic values, prior social studies knowledge, and a refutation of an opponents argument.

**Michigan Department of Education**

Office of School Improvement

Dr. Yvonne Caamal Canul, Director

p: (517) 241-3147 website: [www.michigan.gov/mde](http://www.michigan.gov/mde)

41



**Michigan  
State Board  
of Education**

**Kathleen N. Straus**  
**President**

Bloomfield Township

**Carolyn L. Curtin**  
**Secretary**

Evart

**John C. Austin**  
**Treasurer**

Ann Arbor

**Marianne Yared McGuire**  
**NASBE Delegate**

Detroit

**Elizabeth W. Bauer**  
**Member**

Birmingham

**Nancy Danhof**  
**Member**

East Lansing

**Reginald M. Turner**  
**Member**

Detroit

**Eileen Lappin Weiser**  
**Member**

Ann Arbor

**Gov. Jennifer M. Granholm**  
*Ex Officio*

**Thomas D. Watkins, Jr.**  
**Chairman**

*Superintendent of Public Instruction*  
*Ex Officio*

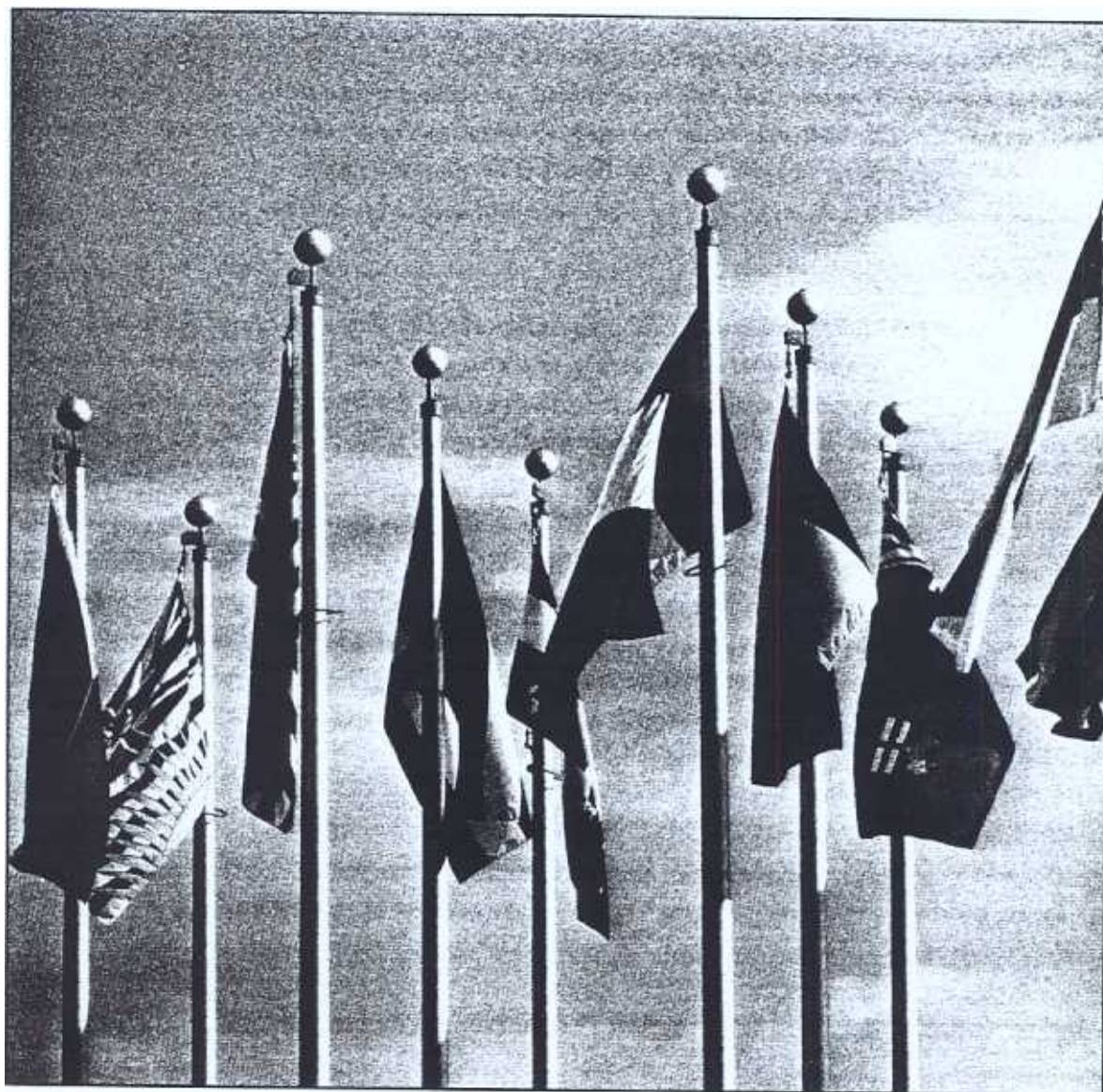
**Jeremy M. Hughes, Ph.D.**  
*Deputy Superintendent /*  
*Chief Academic Officer*

**Dr. Yvonne Caamal Canul**  
**Director**

*Office of School Improvement*



# GRADE LEVEL CONTENT EXPECTATIONS



## High School Geography and Global Studies

These are DRAFT documents that are open for public comment.  
Please DO NOT copy or distribute.





## Welcome to Michigan's (DRAFT) Grade Level Content Expectations for Social Studies

The performance statements contained in this document represent the work of classroom teachers, curriculum specialists, academicians, and the Michigan Department of Education consultants. They are meant to provide teachers with an outline of learning expectations and will be used to drive grade level assessments for the next several years. They by no means represent an entire "curriculum" of learning social studies, nor do they give guidance as to how instruction should be designed or delivered. The craft of instruction is in the hands of the professional.

The (DRAFT) Grade Level Content Expectations (GLCE) that you will see in this document are being distributed for the purposes of review and comment only. It would be premature to make any curricular or material selection decisions based on its contents. When the review period concludes, final changes will be made. The GLCE for Social Studies will then be presented to the State Board of Education for their approval. Following the approval of the State Board of Education, the revised GLCE will be made available for your use.

### Social Studies

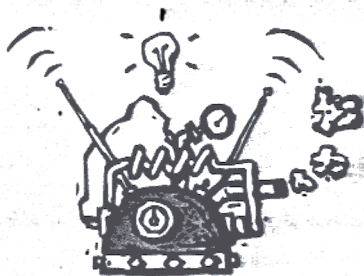
Social studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. (Civic efficacy is the readiness and willingness to assume citizenship responsibilities and to make informed and reasoned decisions for the public good as citizens of a pluralistic, democratic society in an interdependent world.)

The social studies curriculum for any grade level should be designed to assist students in making continuous progress toward meeting the standards for social studies contained in the Michigan Curriculum Framework. All the standards are pursued at every grade level of the curriculum from kindergarten to graduation. The Content Standards and Benchmarks represent the full scope of the social studies curriculum. The GLCE for each grade are established to designate clearly what students are expected to know by the end of the grade or course. The language of the GLCE is the language of the benchmarks for social studies included in the Michigan Curriculum Framework. You should recognize the GLCE as a direct reflection of the work social studies educators have undertaken since the adoption of the Michigan Curriculum Framework benchmarks for social studies in 1995.

### Grades 9-12—Geography and Global Studies

An integrated approach to creating learning opportunities within the discipline of geography should include history, civics, economics, inquiry and decision-making. The added dimensions of current events and persuasive civic writing will add contextual depth.

#### Share Your Ideas



The **Social Studies Grade Level Content Expectations** are in the development phase. Put on your thinking caps and tell us what you think of the work in progress. Send your review comments to:

**Karen R. Todorov**

**todorok@michigan.gov**

Michigan Department of Education

Office of School Improvement

[www.michigan.gov/mde](http://www.michigan.gov/mde)

**HIGH SCHOOL GEOGRAPHY AND GLOBAL STUDIES**

***By the end of this class each student will be able to:***

- describe how major world issues and events affect various people, societies, places, and cultures.
2. describe the environmental consequences of major world processes and events such as industrialization, urbanization and increased use of fossil energy.
3. explain how events; such as changes brought about by technology, conflict, economics, terrorism; affect different world regions.
4. explain how processes like population growth, economic development, and desertification are affecting different world regions.
5. describe major patterns of economic development worldwide.
6. describe some of the major factors that are causing the current patterns of economic development and distribution of political systems worldwide.
7. explain the causes of global issues involving cultural stability and change, economic development and international trade, resource use, environmental impact, conflict and cooperation and possible consequences.
8. develop generalizations pertaining to a specific social studies topic by interpreting information from a variety of sources using issues from 1890 to the present.
9. generate possible resolutions to public issues that occurred from 1890 to the present and evaluate them using criteria that have been identified.
10. compose elaborated persuasive essays by taking a position on issues of public policy and supporting them using data, core democratic values, prior social studies knowledge, and a refutation of an opponent's argument.





## Michigan State Board of Education

**Kathleen N. Straus**

**President**

Bloomfield Township

**Carolyn L. Curtin**

**Secretary**

Evart

**John C. Austin**

**Treasurer**

Ann Arbor

**Marianne Yared McGuire**

**NASBE Delegate**

Detroit

**Elizabeth W. Bauer**

**Member**

Birmingham

**Nancy Danhof**

**Member**

East Lansing

**Reginald M. Turner**

**Member**

Detroit

**Eileen Lappin Weiser**

**Member**

Ann Arbor

**Gov. Jennifer M. Granholm**

*Ex Officio*

**Thomas D. Watkins, Jr.**

**Chairman**

*Superintendent of Public Instruction*

*Ex Officio*

**Jeremy M. Hughes, Ph.D.**

*Deputy Superintendent /*

*Chief Academic Officer*

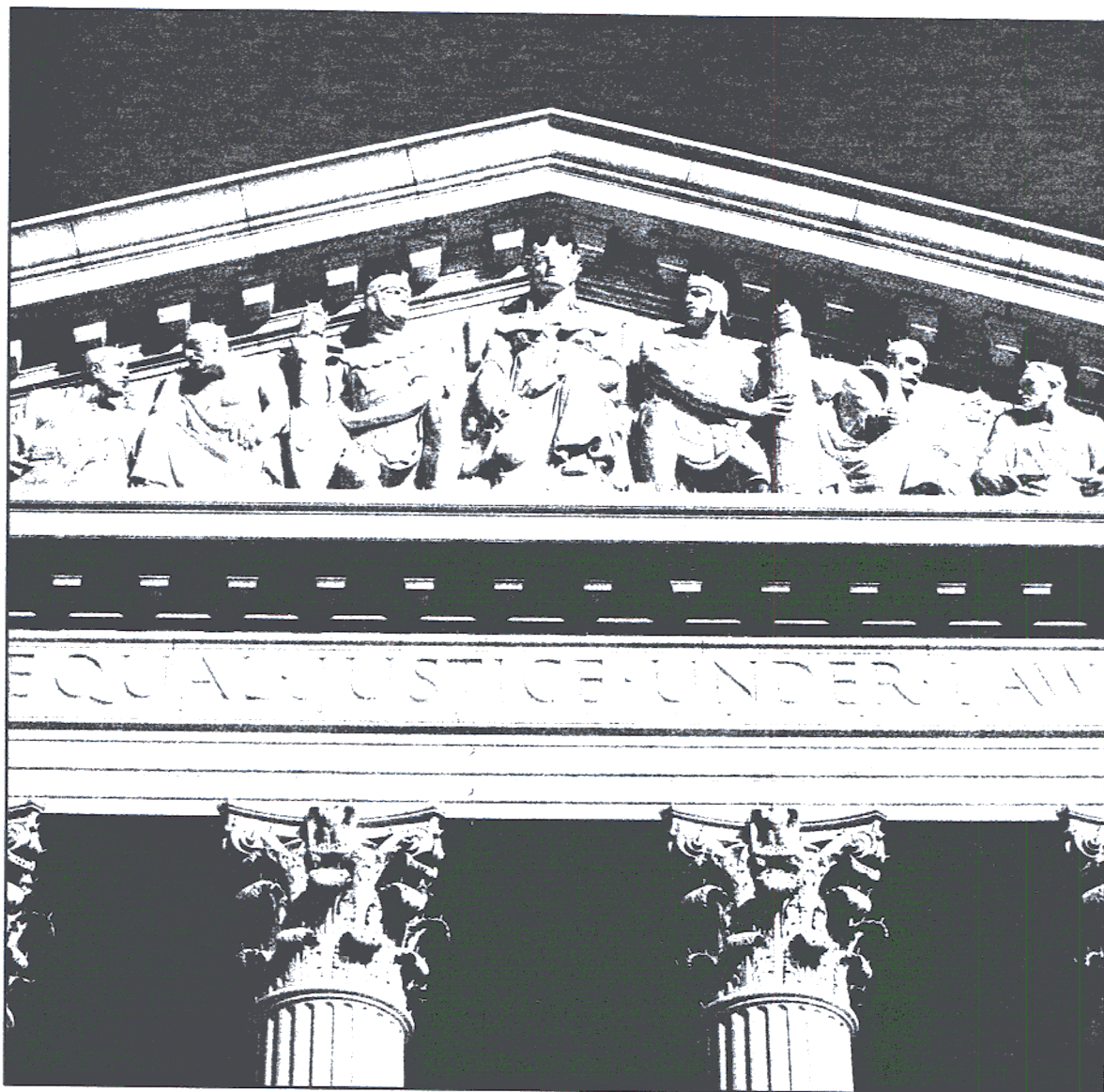
**Dr. Yvonne Caamal Canul**

**Director**

*Office of School Improvement*

GRADES  
9-12

# GRADE LEVEL CONTENT EXPECTATIONS



.....

## High School Government and Civics

.....

These are **DRAFT** documents that are open for public comment.  
Please **DO NOT** copy or distribute.





## Welcome to Michigan's (DRAFT) Grade Level Content Expectations for Social Studies

The performance statements contained in this document represent the work of classroom teachers, curriculum specialists, academicians, and the Michigan Department of Education consultants. They are meant to provide teachers with an outline of learning expectations and will be used to drive grade level assessments for the next several years. They by no means represent an entire "curriculum" of learning social studies, nor do they give guidance as to how instruction should be designed or delivered. The craft of instruction is in the hands of the professional.

The (DRAFT) Grade Level Content Expectations (GLCE) that you will see in this document are being distributed for the purposes of review and comment only. It would be premature to make any curricular or material selection decisions based on its contents. When the review period concludes, final changes will be made. The GLCE for Social Studies will then be presented to the State Board of Education for their approval. Following the approval of the State Board of Education, the revised GLCE will be made available for your use.

### Social Studies

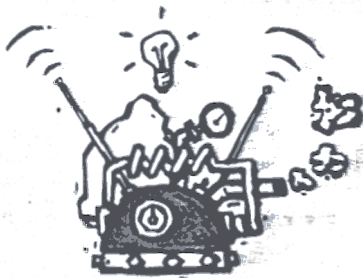
Social studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. (Civic efficacy is the readiness and willingness to assume citizenship responsibilities and to make informed and reasoned decisions for the public good as citizens of a pluralistic, democratic society in an interdependent world.)

The social studies curriculum for any grade level should be designed to assist students in making continuous progress toward meeting the standards for social studies contained in the Michigan Curriculum Framework. All the standards are pursued at every grade level of the curriculum from kindergarten to graduation. The Content Standards and Benchmarks represent the full scope of the social studies curriculum. The GLCE for each grade are established to designate clearly what students are expected to know by the end of the grade or course. The language of the GLCE is the language of the benchmarks for social studies included in the Michigan Curriculum Framework. You should recognize the GLCE as a direct reflection of the work social studies educators have undertaken since the adoption of the Michigan Curriculum Framework benchmarks for social studies in 1995.

### Grades 9-12—Government and Civics

An integrated approach to creating learning opportunities within the discipline of government (political science) should include history, geography, economics, inquiry and decision-making. The added dimensions of current events and persuasive civic writing will add contextual depth.

#### Share Your Ideas



The **Social Studies Grade Level Content Expectations** are in the development phase. Put on your thinking caps and tell us what you think of the work in progress. Send your review comments to:

**Karen R. Todorov**

**todorok@michigan.gov**

Michigan Department of Education

Office of School Improvement

[www.michigan.gov/mde](http://www.michigan.gov/mde)

**HIGH SCHOOL GOVERNMENT AND CIVICS**

*By the end of this class each student will be able to:*

- evaluate how effectively the federal government is serving the purposes for which it was created
- identify the characteristics of the presidential and parliamentary systems of government
- evaluate the effectiveness of civil and criminal courts in the United States using actual cases
- identify the benefits and challenges of diversity in American life
- evaluate proposals for reform of the political system.
- use the ideas in the foundational documents of the United States to evaluate the conduct of citizens
- use the ideas in the foundational documents of the United States to evaluate the practices of government
- explain why people may agree on democratic values in the abstract but disagree when they are applied to specific situations.
- analyze foreign policy positions in light of national interests and American values.
- identify the relationship between the United States and select international organizations and involvement in international treaties.
- develop generalizations pertaining to specific social studies topics by interpreting information from a variety of sources.
- generate possible resolutions to public issues and evaluate them using criteria that have been identified.
- compose elaborated essays expressing and justifying decisions on public policy issues using data, core democratic values, prior social studies knowledge, and a refutation of an opponent's argument.





## Michigan State Board of Education

**Kathleen N. Straus**  
**President**

Bloomfield Township

**Carolyn L. Curtin**  
**Secretary**

Evart

**John C. Austin**  
**Treasurer**

Ann Arbor

**Marianne Yared McGuire**  
**NASBE Delegate**

Detroit

**Elizabeth W. Bauer**  
**Member**

Birmingham

**Nancy Danhof**  
**Member**

East Lansing

**Reginald M. Turner**  
**Member**

Detroit

**Eileen Lappin Weiser**  
**Member**

Ann Arbor

**Gov. Jennifer M. Granholm**  
*Ex Officio*

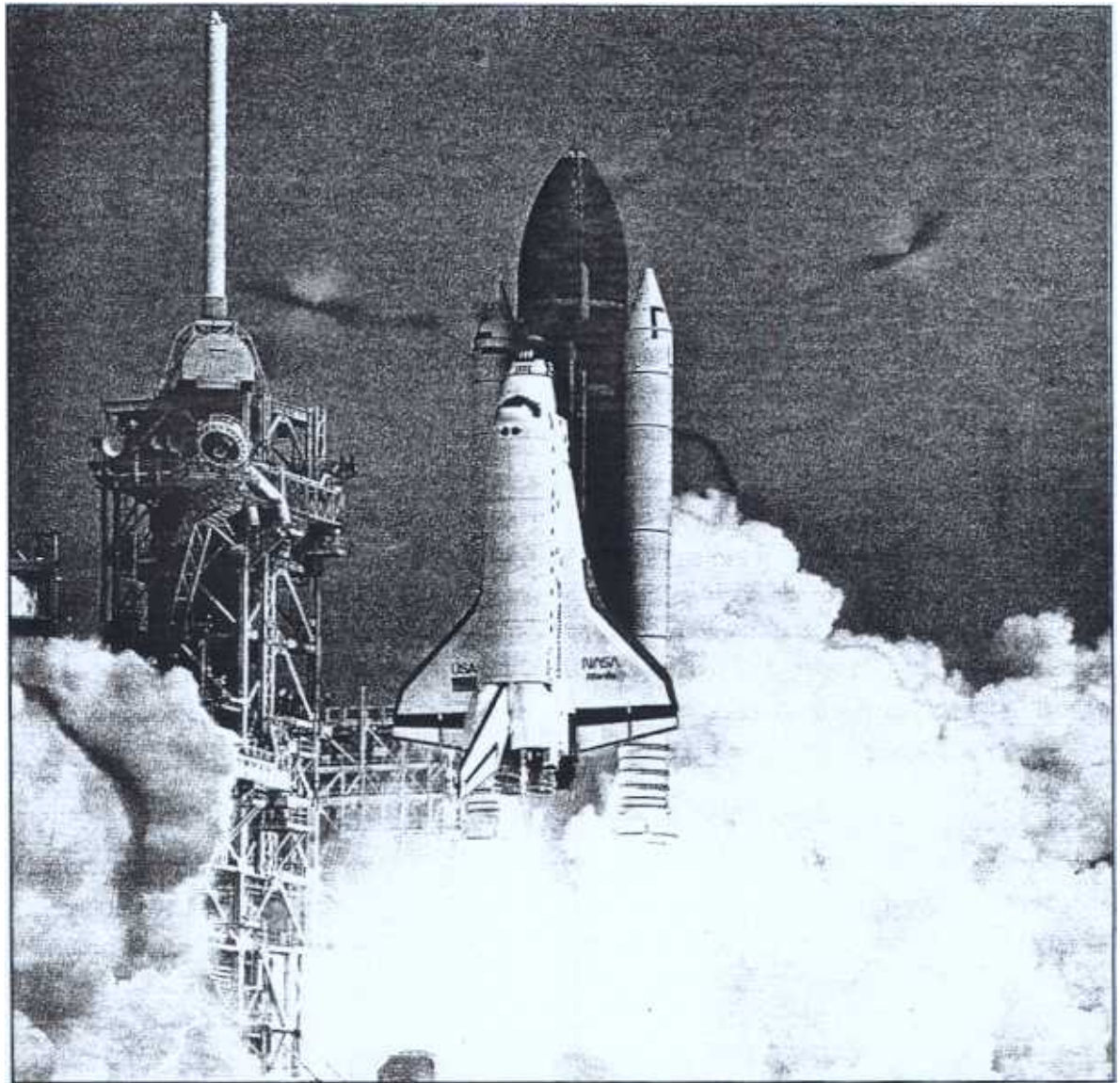
**Thomas D. Watkins, Jr.**  
**Chairman**

*Superintendent of Public Instruction*  
*Ex Officio*

**Jeremy M. Hughes, Ph.D.**  
*Deputy Superintendent /*  
*Chief Academic Officer*

**Dr. Yvonne Caamal Canul**  
**Director**  
*Office of School Improvement*

# GRADE LEVEL CONTENT EXPECTATIONS



## High School American History

(1877 to present)

These are **DRAFT** documents that are open for public comment.  
Please **DO NOT** copy or distribute.





## Welcome to Michigan's (DRAFT) Grade Level Content Expectations for Social Studies

The performance statements contained in this document represent the work of classroom teachers, curriculum specialists, academicians, and the Michigan Department of Education consultants. They are meant to provide teachers with an outline of learning expectations and will be used to drive grade level assessments for the next several years. They by no means represent an entire "curriculum" of learning social studies, nor do they give guidance as to how instruction should be designed or delivered. The craft of instruction is in the hands of the professional.

The (DRAFT) Grade Level Content Expectations (GLCE) that you will see in this document are being distributed for the purposes of review and comment only. It would be premature to make any curricular or material selection decisions based on its contents. When the review period concludes, final changes will be made. The GLCE for Social Studies will then be presented to the State Board of Education for their approval. Following the approval of the State Board of Education, the revised GLCE will be made available for your use.

### Social Studies

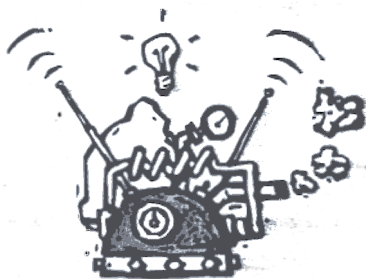
Social studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. (Civic efficacy is the readiness and willingness to assume citizenship responsibilities and to make informed and reasoned decisions for the public good as citizens of a pluralistic, democratic society in an interdependent world.)

The social studies curriculum for any grade level should be designed to assist students in making continuous progress toward meeting the standards for social studies contained in the Michigan Curriculum Framework. All the standards are pursued at every grade level of the curriculum from kindergarten to graduation. The Content Standards and Benchmarks represent the full scope of the social studies curriculum. The GLCE for each grade are established to designate clearly what students are expected to know by the end of the grade or course. The language of the GLCE is the language of the benchmarks for social studies included in the Michigan Curriculum Framework. You should recognize the GLCE as a direct reflection of the work social studies educators have undertaken since the adoption of the Michigan Curriculum Framework benchmarks for social studies in 1995.

### Grades 9-12—American History: 1877 to Present)

An integrated approach to creating learning opportunities within the discipline of history should include geography, civics, economics, inquiry and decision-making. The added dimensions of current events and persuasive civic writing will add contextual depth.

#### Share Your Ideas



The **Social Studies Grade Level Content Expectations** are in the development phase. Put on your thinking caps and tell us what you think of the work in progress. Send your review comments to:

**Karen R. Todorov**

**todorok@michigan.gov**

Michigan Department of Education

Office of School Improvement

[www.michigan.gov/mde](http://www.michigan.gov/mde)

**HIGH SCHOOL AMERICAN HISTORY (1877 TO PRESENT)**

***By the end of this class each student will be able to:***

- construct and interpret timelines of people and events in the history of the United States since 1890.
- use primary and secondary resources to analyze significant events that shaped the development of the United States after 1890.
- describe the major factors that characterized the eras of United States history after 1890.
- draw upon expository texts and graphic data to explain significant events that shaped the development of the United States as a nation during the eras after 1890.
- compose historical narratives to explain contemporary problems in the world involving the United States.
- identify major decisions in the history of the United States after 1890 and analyze factors contributing to the decisions.
- analyze the long-term consequences of major decisions in the history of the United States after 1890.
- evaluate a pivotal decision from United States history after 1890 using core democratic values and constitutional principles.
- analyze a pivotal decision from United States history after 1890 using more than one perspective.
- evaluate the responses of individuals to historic violations of human dignity involving discrimination, persecution and crimes against humanity after 1890.
- develop generalizations pertaining to a specific social studies topic by interpreting information from a variety of sources using issues from 1890 to the present.
- generate possible resolutions to public issues that occurred from 1890 to the present and evaluate them using criteria that have been identified.
- compose elaborated persuasive essays by taking a position on issues of public policy and supporting them using data, core democratic values, prior social studies knowledge, and a refutation of an opponent's argument.



## Michigan State Board of Education

**Kathleen N. Straus**  
**President**  
Bloomfield Township

**Carolyn L. Curtin**  
**Secretary**  
Ewart

**John C. Austin**  
**Treasurer**  
Ann Arbor

**Marianne Yared McGuire**  
**NASBE Delegate**  
Detroit

**Elizabeth W. Bauer**  
**Member**  
Birmingham

**Nancy Danhof**  
**Member**  
East Lansing

**Reginald M. Turner**  
**Member**  
Detroit

**Eileen Lappin Weiser**  
**Member**  
Ann Arbor

**Gov. Jennifer M. Granholm**  
*Ex Officio*

**Thomas D. Watkins, Jr.**  
**Chairman**  
Superintendent of Public Instruction  
*Ex Officio*

**Jeremy M. Hughes, Ph.D.**  
Deputy Superintendent /  
Chief Academic Officer

**Dr. Yvonne Caamal Canul**  
**Director**  
Office of School Improvement